

# Using Your *Illustrated Dictionary of Everyday Things* to prepare students for CCSS and the PARCC

\* CCRA = College and Career Readiness Anchor

\* The words in red parentheses refer to activities on pages 3 – 6 attached to this chart.

Use it to: **Build broader concept knowledge (CCRA L.3), strengthen word choice (CCRA W.2,3,4), expand students' application of words across contexts (CCRA L.3), build word relationships (CCRA L.5), determine the meaning of multiple-meaning words (CCRA L.4), build a storehouse of domain-specific words (CCRA L.6), help in making logical inferences (CCRA R.1), summarizing (CCRA R.2), retelling/recounting (CCRA R.2), use knowledge of the meaning of individual words to predict meaning of compound words (CCRA L.4), enable students to read and comprehend complex texts independently and proficiently (CCRA R.10).**

**Let's set them up for success!**

**We MUST give them the words they need!**

**They cannot succeed without a BASIC VOCABULARY!**

	Incidental Teaching	Explicit Teaching	As Part of Your Classroom Library	As a Vocabulary Center	To Improve Writing
<b>A d d r e s s i n g</b> <b>C o m m o r e</b>	<p>Keep at the shared and/or guided reading area. If students don't know what something is... show them!</p> <p>Help them acquire domain-specific words. (CCRA L.6), (CCRA R.10)</p> <p>Just grab and show during shared reading, guided reading, read-alouds, or <b>close reading</b> lessons. (CCRA L.6), (CCRA R.10)</p> <p>Use to <b>SHOW</b> the students what we mean by the term "<b>multiple meaning words</b>" – Ex: hands on a clock and hands on people. (CCRA L.4), (CCRA L.6), (CCRA R.10) (See #3, 10)</p>	<p>An important part of any vocabulary building effort.</p> <p>SHOW the part in context of the whole and broaden students' concepts. Ex: hinge on door, glasses. (CCRA L.3), (CCRA R.10) (See # 3)</p> <p>Help them acquire <b>domain-specific words</b>. (CCRA L.6), (CCRA R.10)</p> <p>Use to <b>SHOW</b> the students what we mean by the term "<b>multiple meaning words</b>" (CCRA L.4), (CCRA L.6) (See # 3 and 10)</p> <p>Use as a <b>scaffold</b> during close reading to help students broaden and deepen concept knowledge. (CCRA L.6), (CCRA R.10) (See # 2)</p> <p><b>Expand students' application of words</b> across contexts – not just knowing how a word is used in this one instance in this one moment. (CCRA R.4), (CCRA L.5), (CCRA R.10) (See # 3)</p>	<p>Allow students to search through and learn on their own or in pairs.</p> <p>Let them use to put details in their writing. (CCRA W.3), (CCRA W.2) (See # 5a, 5c-f, 5h)</p> <p>Give them the opportunity to acquire <b>domain-specific words</b>. (CCRA L.6), (CCRA R.10)</p> <p>Use as <b>specialized reference</b> that students can refer to when needed. (CCRA L.4) (See # 5)</p> <p>Gather relevant information for research projects. (CCRA W.8)</p>	<p>Using <i>The Illustrated Dictionary of Everyday Things</i> at your vocabulary center gets students really looking at, thinking about and studying these objects and labels. It also offers the opportunity for multiple exposures to words in different contexts. (CCRA L.4), (CCRA L.6)</p> <p>Use the book to revisit words over time (the most effective review), manipulating information across different contexts (CCRA L.3), build word associations. (CCRA L.5), (CCRA R.10) (See # 1, 2, 3, 4, 5b, 5g, 8)</p> <p>Give them the opportunity to use a <b>specialized reference material</b>. (CCRA L.4)</p> <p><b>Build broader concept knowledge</b> through word associations – show how words function in different contexts to comprehend more fully. (CCRA L.3), (CCRA L.5), (CCRA R.10) (See #1 – 5, 8)</p> <p><b>Build concepts with concept maps</b> (CCRA L.5) (See # 8)</p>	<p>Give your students the words they need to <b>develop real or imagined experiences or events using well-chosen details</b> (CCRA W.3), (CCRA L.6) <b>and to choose words to convey ideas precisely</b>. (CCRA L.3a) (See # 5c,d, 5e)</p> <p>Give them the words to write informative texts to convey complex ideas clearly and accurately. (CCRA W.2), (CCRA L.6) (CCRA L.3a) (See # 2)</p> <p>Give them practice <b>gathering relevant information from multiple print sources</b>. (CCRA W.8) (See # 1)</p> <p><b>Strengthen word choice</b> – Gives them the precise nouns they need to write about their own or imaginary experiences, write explanatory texts using facts, definitions, and concrete details. (CCRA W.2, 2b, 2d), (CCRA W.3, 3d), (CCRA L.3a) (See # 5a, 5d, 5e, 5 h)</p>

## Using Your *Illustrated Dictionary of Everyday Things* to prepare students for CCSS and the PARCC

	Incidental Teaching	Explicit Teaching	As Part of Your Classroom Library	As a Vocabulary Center	To Improve Writing
<p style="font-size: 2em; letter-spacing: 0.5em;">A d d r e s s i n g</p> <p style="font-size: 2em; letter-spacing: 0.5em;">C o m m o n e</p>		<p><b>Explicitly teach by comparing/contrasting</b> the objects and labels associated with it to build concepts across different contexts. (CCRA L.3), (CCRA L.4), (CCRA L.5), (CCRA L.6), (CCRA R.10) (See # 5b)</p> <p><b>Build a storehouse of domain-specific words</b> students can use when reading, listening, speaking, writing informative and/or narrative pieces, and when retelling and recounting. (CCRA L.6), (CCRA W.2, 2b, 2d), (CCRA W.3d), (CCRA R.10) (See #1, 2, 3, 4, 5a-h, 6, 8)</p> <p><b>Use pages for phonics and spelling practice.</b> (See <b>foundational skills</b>) (CCRA L.2d, 2e) (See # 7)</p> <p><b>Use during close reading to broaden concepts and knowledge.</b> (CCRA L.6), (CCRA R.10) (See # 2)</p> <p><b>Improve understanding of figurative language.</b> (CCRA L.5), (CCRA R.10) (See # 6)</p>		<p><b>Accurately use a range of domain-specific words.</b> Ex: Have students choose a few labels from an object and generate their own definitions and sentences for the labels. If a student can make up his own correct definition, then he must really know what it is. Ex: paw, leash. (CCRA L.6) (See # 5)</p> <p><b>Extend concepts</b> – Ask high order questions that require students to use multiple pages in <i>The Illustrated Dictionary</i>. This will let the students practice the application of words in multiple contexts. (CCRA L.3), (CCRA L.4), (CCRA L.5), (CCRA R.10) (See #1 and 4)</p> <p><b>Build word relationships.</b> Ex: The hoof of a horse is like the _____ of a dog. <b>Why? Now find another word relationship that demonstrates the same concept.</b> (CCRA R.3), (CCRA L.5), (CCRA R.10) (See # 8 and 4)</p> <p><b>Compare/Contrast</b> objects or parts. (CCRA L.3), (CCRA L.5), (CCRA L.6), (CCRA R.10) (See # 5b)</p> <p><b>Use as a bridge between reading and writing.</b> (CCRA R.2), (CCRA R.9), (CCRA W.2), (CCRA W.3) (See # 2)</p>	<p>Could show how some nouns change to action verbs (Ex: nose to nosing around, paw to pawing), or used in common expressions. (Ex: Keep your chin up. Keep a stiff upper lip.) (CCRA W.3) (CCRA L.3), (CCRA L.4), (CCRA L.5), (CCRA L.6) (See # 6)</p> <p>Give them the words to support claims when writing arguments. (CCRA W.1)</p> <p><b>Use as a bridge between reading and writing.</b> (CCRA W.1), (CCRA W.2), (CCRA W.3) (CCRA L.6) (See # 2, 5a, 5d, 5e, 5f, 5h)</p> <p>Give them the words they need so that they can <b>choose words to convey ideas precisely.</b> (CCRA L.3a) (See # 5a, 5c, 5d, 5e, 5f, 5h)</p> <p><b>Increase understanding of figurative language to improve writing.</b> (CCRA L.5) (See # 6)</p>

## Using *The Illustrated Dictionary of Everyday Things* to help students meet the CCSS and prepare them for the PARCC Assessment

1. **Extend concepts** – Ask **high order questions** that require students to use multiple pages in *The Illustrated Dictionary of Everyday Things*. This will let the students practice the application of words in multiple contexts. Ex: Give students analogies that require them to study more than one page in the book. Ex: The core of an apple is like the \_\_\_\_ of an egg (core : apple :: \_\_\_\_ : egg). Have them tell why. Then you can extend their understanding of the concept by asking, “Where do you think the core of the earth is?” You can assess the concept of being in the center by asking students to write what they think “We need to get to the **core of the problem**,” would mean. (CCRA L.3), (CCRA L.5)
2. **Use as a bridge between reading and writing** – Ex: Read *A Tree is a Plant* and show the picture of the tree in *The Illustrated Dictionary of Everyday Things*. Have students learn the parts, then write about the parts of a tree and their uses. The resulting writing piece can be used as a **formative assessment** of reading, writing, and vocabulary knowledge. Then perhaps read *The Giving Tree* and the children will better understand the sacrifice of the tree and the **theme** of the book (CCRA R.2). An additional extension might be to have the students write a short narrative entitled, “If I Were a Tree” and require them to use 5 or more labels from *The Illustrated Dictionary of Everyday Things* as details in their narrative. This could also be used as a formative assessment. Will help prepare them for PARCC. (CCRA R.9), (CCRA W.2)
3. **Expand students’ application of words across contexts** – not just knowing how a word is used in this one instance in this one moment. Ex: Show the picture of the boat and point out rudder and explain its use, show the picture of the airplane and point out rudder and again explain its use. Then ask, “What would it mean if an author wrote, ‘She was the rudder of the family?’ ” You could do the same with “hinge” when teaching parts of a door. Show picture of glasses (spectacles) also. Ask them to write what they think this statement would mean, “The future hinges on his decision.” (CCRA R.4), (CCRA L.5)
4. **Build word relationships.** CCRA L.3), (CCRA L.5)
  - a. The hoof of a horse is like the \_\_\_\_\_ of a dog. (hoof : horse :: \_\_\_\_ : dog). **Why? Now find another word relationship that demonstrates the same concept.**
  - b. The beak of a bird is like the \_\_\_\_ of a duck. (beak : bird :: \_\_\_\_ : duck). **Why? Now find another word relationship that demonstrates the same concept.**
  - c. The skin of an apple is like the \_\_\_\_ of a melon. (skin : apple :: \_\_\_\_ : melon). **Why? Now find another word relationship that demonstrates the same concept.**
  - d. Shorts are like trousers just like a bow tie is like a \_\_\_\_\_. (shorts : trousers :: bow tie : \_\_\_\_). **Why? Now find another word relationship that demonstrates the same concept.**

5. **In vocabulary centers** - Using *The Illustrated Dictionary of Everyday Things* at your vocabulary center gets students really looking at, thinking about and studying these objects and labels. It also offers the opportunity for multiple exposures to words in different contexts. (CCRA L.3), (CCRA L.4), (CCRA L.6)
- Trace and label the object you are studying, then write about it. Put it in a logical setting. Use 4 or more labels about the object. (CCRA L.6), (CCRA W.2), (CCRA W.3)
  - Compare/Contrast** objects or parts. Ex: Ask students questions like these, “How are a pitcher and a vase different? A pitcher, a pail and a jug all have what in common? How are a canoe and a rowboat different? How are a raft and a canoe different?” Have students **compare and contrast** two animals and make a Venn diagram. (Ex: Compare and contrast a horse and a dog.) Then tell students to create a Venn diagram to demonstrate the similarities and differences of objects of their choice. (CCRA L.3), (CCRA L.6)
  - Have students choose a few labels from an object and generate their own definitions and sentences for the labels. If a student can make up his own correct definition and use it correctly in a sentence, then he must really understand what it is. Ex: paw, leash. (CCRA L.6), (CCRA L.3)
  - Have the students write a paragraph or story about a dog’s day. They must include 5 or more labels. You could give a starter, “My name is \_\_\_\_\_. I am a dog. Yesterday, \_\_\_\_\_ (CCRA L.6), (CCRA W.3)
  - Write a story about “If I Were a \_\_\_\_\_.” Use 4 or more labels as details. “ Explain that the student must use the labels in in context in such a way that defines what the label is. Ex: If I Were a Dog. If I were a dog I would stand on my **hind legs** and beg for food. I would let my owner shake my **paw** like a person shakes hands. When I was tired, I would roll over and let my owner scratch my **belly**. I just love that! If my owner was really good, I would let him put my **collar** around my neck, hook the **leash** up to it and take me for a nice long walk. (CCRA L.6) (CCRA W.3)
  - Complete an “I Am a \_\_\_\_\_,” poem using 4 or more labels from the picture. Here is the frame:  
 I Am a \_\_\_\_\_  
 “I am a \_\_\_\_\_ in the \_\_\_\_\_.  
 I see \_\_\_\_\_.  
 I hear \_\_\_\_\_,  
 I feel \_\_\_\_\_.  
 I worry about \_\_\_\_\_.  
 I dream about \_\_\_\_\_.  
 Ex: I am a tree in the park. I see some boys running toward me. I hear birds chirping in my branches. I feel the boys’ sneakers as they climb up my **trunk**. I worry about them scraping off all my bark. I dream about having a whole flock of birds nesting in my limbs. If students can do this, then they really understand the words. (CCRA L.6), (CCRA W.3) I especially like the line, “I worry about \_\_\_\_\_.” I think you can tell a lot about a student’s understanding of the concept.

- g. Open word sorts with the labels and objects. Have the students write why they sorted that way. Ex: “I put hoof, cloven hoof, and webbed feet together because they are all animal feet.” You or a student would need to make a card for each label of the objects. Ex: All the animals, or a set of cards for body, foot, and shoe. (CCRA L.3), (CCRA L.6), (CCRA L.5)
- h. Show “Parts of a Backyard” page in the *Illustrated Dictionary of Everyday Things*. Tell students to write about playing in this backyard. Use \_\_\_ or more labels in your story. Now underline with a crayon, the things you have really done. (CCRA L.6) (CCRA W.3) \* If you have the students skip lines when writing, you could have them go back and elaborate on each sentence containing a label. Ex: If the student wrote the sentence, “My friend and I ran through the sprinkler.” You could have him tell more about it. Ask him what happened? Perhaps he would write, “We sure did get really wet.” You could help him with word choice by explaining “soaking” would make it sound better.
- i. Look at the pictures of the horse, cow, pig and dog. What do you think you would call the front legs of a pig and a cow? Should a duck have that label, also? Why or why not? (CCRA L.6)
6. **Improve understanding of figurative language.** Ex: After teaching parts of a tree, expand concept of branch by discussing such things as branch of the military, branching out into a new hobby, branch of a family tree, etc. Or after teaching about a dog and his stuff, you could discuss what “unleash his powers” would mean. (CCRA L.5) **Being able to interpret figurative language takes a strong BASIC vocabulary!**
7. **Use pages for phonics and spelling instruction and practice.** (See Reading Foundational Skills) (CCRA L.2d, 2e)
- a. Ex: Using document camera, guide students to find all the labels on the Parts of a \_\_\_\_\_ page with a Vce pattern. Find all words with r-controlled vowels, etc.. Perhaps then guide them in circling the highlighted words that follow the rules. If you provide a copy of the page for each student, they could follow along and highlight with you. Then later they could write the words on a 3- column chart or table with the following headings: Vce words that follow the rule; r-controlled vowels that follow the rules: Vowel pairs that follow the rule.
- b. Using labels the students know, like arm, guide the students to stretch the word, isolating the sounds. Have them hold up one finger for each sound. They will determine that there are 2 sounds, but three letters, so code this way ar m (and put one dot under the “ar” part and one dot under the “m” part.) Then either show more pages with labels showing the “ar” r-controlled vowels pattern or make more words with the “ar” r-controlled vowels pattern. ch i n (one dot under each sound), ch ee k
- c. Show the Parts of a Tree and Parts of a Horse pages and show the spelling rule for changing singular to plurals (leaf – leaves; hoof – hooves)

8. **Build concepts with concept maps.** The students must complete the sentences. (CCRA L.5) (CCRA L.3)

A hill is like a mountain, but it \_\_\_\_\_. How is a hill like a mountain? They both \_\_\_\_\_.

A mustache is like a beard, but it \_\_\_\_\_. How is a mustache like a beard? They both \_\_\_\_\_.

A skirt is like a dress, but it \_\_\_\_\_. How is a skirt like a dress? They both \_\_\_\_\_.

9. **Use knowledge of individual words to predict meaning of compound words.** Have the students play “why they named it that” riddles. Ex: eyebrow (They would have to know that another word for forehead is brow to be able to answer that question.), kickstand, etc. (CCRA L.4d) This activity could be used as a formative assessment of vocabulary knowledge after teaching several objects.

10. **Increase students’ understanding of multiple meaning words.** Ex: After teaching parts of a tree discuss branch. Then explain other meanings of branch like branch of the military, branch of a river, branching out into a new hobby. Many words in *The Illustrated Dictionary of Everyday Things* are multiple meaning words. Ex: face of a person and face of a clock. You could extend it with a face on a 3 dimensional object.